



Mary Washington 2020: Excellence. Impact. Distinction.

Excellence in the liberal arts has long been the bedrock of the University's educational philosophy. UMW boldly asserts its belief that the best preparation for productive citizenship and career success is academic rigor and student-centered learning within a liberal arts framework. This plan will serve as a roadmap for enhancing UMW's core mission while updating and reshaping the educational experience to ensure its pertinence in today's complex, evolving environment.

The University of Mary Washington is proud to reaffirm the transformative power of higher education, especially higher education grounded in the liberal arts tradition. The goals in this plan promote the quality and impact of this distinctive institution. The University aspires to be a recognized national leader among public liberal arts universities of its size, delivering a relevant, engaged educational experience to an increasingly diverse student population.

REAFFIRMING THE VISION

The University of Mary Washington will be a premier, nationally recognized, public liberal arts university, providing undergraduate and graduate students a superior environment for learning and serving. Building on its tradition of honor, teaching innovation, inclusiveness, and collaboration with our regional community, the institution will prepare students for intellectual, professional, and public leadership. UMW will be both accessible and challenging, a school of choice for outstanding, aspiring, motivated students as well as for talented faculty committed to excellence in teaching, research, professional accomplishment, and service to the communities beyond the campus.

University of Mary Washington graduates will be widely recognized as well-prepared for lifelong learning, appreciated for their research and creative productivity, and sought after by employers for their knowledge; speaking, writing and digital skills; their personal integrity; and their strong ethic of public service. Offering rich cultural assets and professional development opportunities, the University will become a hub for regional engagement and development and will provide leadership in areas of institutional strength. UMW will also be the employer of choice for those seeking an engaging, enriching work environment.

CHALLENGES and OPPORTUNITIES

As it moves forward in the 21st Century, the University of Mary Washington will boldly address critical challenges as well as take advantage of significant opportunities. These include the following:

- Capitalize on the resources of UMW's unique location.
- Solidify and expand UMW's national leadership in digital pedagogies.
- Keep the University accessible and affordable.
- Achieve and sustain optimal enrollment levels in undergraduate and graduate programs.
- Create a work culture and reward structure that attracts and retains an excellent, increasingly diverse, committed faculty and staff.
- Further develop and enhance distinctive programs to strengthen the visibility and reputation of UMW.
- Support student achievement and satisfaction leading to high retention and graduation rates, as well as graduates who are exceptionally well prepared for career success and responsible citizenship.
- Foster a culture of sustainability to strengthen the university's reputation as a "green" campus.

GOALS

Goal 1: Reframe Liberal Education at UMW and Promote Professional Development in the Liberal Arts Context

The liberal arts and sciences curriculum is core to UMW's mission and identity. It provides the basis for both critical engagement with the great challenges of our time and the practical skills and habits of mind to contribute to professional success and well-being alike. Liberal learning extends across disciplines and is collaborative among students and faculty. UMW will build upon its strengths, capitalize on its location, lead in the promotion of digital liberal arts, and foster students' development as autonomous agents and stakeholders in their larger communities, and prepare students to flourish in the professional world.

Goal 2: Establish and Promote Areas of Distinction

UMW has several outstanding opportunities that with further development, support, and promotion will bring greater visibility and recognition to the university as a whole. UMW will capitalize upon its unique geographic location, enhance and promote its distinctive majors and academic programs, support the needs of large and popular majors, spotlight leadership in digital pedagogies, develop and support the visual and performing arts, and creatively enhance its strong traditions of leadership, community engagement, and personal integrity.

Goal 3: Strengthen Recruitment and Academic Support for Underrepresented Students as well as for Adult, Transfer, and Graduate Students

The proportion of students from underrepresented populations will grow significantly in coming years. Given the changing demographics of the region there is opportunity to serve more underrepresented and nontraditional students. UMW will work to attract and enroll larger numbers of these students and to ensure their success at the University. Adult graduate and transfer students are integral to UMW's enrollment profile and reflect UMW's commitment to meeting the educational needs of the region. Ensuring that the Stafford and Dahlgren campuses are vibrant educational centers will be essential components of achieving this goal.

Goal 4: Enhance and Expand Opportunities for Student On-Campus Engagement

The University of Mary Washington will build upon its strength as a primarily residential, highly engaged community to further invigorate and energize the quality of student life outside the classroom. UMW will expand opportunities for student engagement and social activities, maximize success and strategic investment in intercollegiate athletics, and expand efforts to blend curricular and co-curricular learning opportunities.

Goal 5: Promote Excellence and Sustainability in Support of University Operations

The success of the University is dependent on the effectiveness and efficiency of its operations, as well as the quality and commitment of its workforce. Ensuring appropriate support for university staff is a fundamental value that helps the University fulfill its mission and enhances the well-being of its students and employees. UMW will utilize long-term planning, effective data management, and commitment to financial and environmental sustainability to ensure both the fiscal and environmental sustainability of all university initiatives.

TACTICAL OPERATIONS PLAN

In order to achieve the overarching strategic goals identified in this plan, UMW will pursue steps outlined in the following tactical operations plan. This plan, which includes a number of both short-term and long-term strategies and initiatives, will be reviewed and revised annually by the President and the senior leadership team. In consultation with the Board of Visitors, the institution's governing body, elements of the tactical operations plan will be utilized to guide budget planning and investments in facilities, programs, and operational systems.

Goal 1: Reframe Liberal Education at UMW and Promote Professional Development in the Liberal Arts Context

Tactical Strategies:

1.1. By May 2017, the university community will comprehensively map the liberal arts curriculum to reaffirm and further articulate UMW's liberal arts values. This mapping will identify broad content areas and competencies that reflect our vision of an educated global citizen in the 21st century and will serve as a prelude to a new general education program to be designed in AY 2017-18 and implemented by fall 2020.

1.2. Faculty, in partnership with staff from the library, Division of Teaching and Learning Technologies and the Teaching Center will pursue strategies to make UMW a nationally recognized center for the digital liberal arts, where the curriculum will promote advanced digital fluency for all students.

1.2.1. Incorporate digital fluency in the curriculum, either as part of general education or by enhancing the digital content within major programs. The Teaching, Technology, and Innovation division will design a plan in AY 2016-17 to guide this conversation.

1.2.2. Restore the line item in the budget for a regular replacement cycle for faculty and staff computers beginning in fall 2016.

1.2.3. Fund the creation in FY 2017 of a digital repository, to be fully operational by AY 2017-2018, which will include archival collections, openly accessible versions of faculty scholarship, and significant student scholarship, both traditional and digital.

1.2.4. As faculty engagement with on-line and hybrid teaching grows, increase DTLT resources to ensure that faculty are appropriately trained in these teaching modalities and to incorporate digital technologies that promote pedagogical excellence in both traditional and on-line courses.

1.3. Ensure that students will continue to have opportunities to work closely with outstanding faculty by attracting and retaining excellent, diverse candidates and supporting their efforts with a workload conducive to excellent teaching and research endeavors.

1.3.1. Beginning no later than FY 2017, make annual installments each year for three years toward meeting the benchmarks for faculty pay established by the updated 2011 compensation study while also addressing salary inversion and compression, especially at the associate and full professor ranks.

1.3.2. Academic Affairs and Human resources will develop in AY 2016-17 a tactical plan to promote and support the hiring and retention of diverse faculty, to be implemented in fall 2017. Metrics on

underrepresented faculty will be updated annually with a goal of exceeding national averages by 2% by 2020.

1.3.3. In spring 2016, the Provost will appoint a committee to study faculty workloads across departments. The committee will report recommendations to the Provost to create a more equitable system to be implemented in spring 2017. These may involve a move to an alternative course credit model, a reinstatement of a banking system for independent studies and internships, or other strategies.

1.4. Expand opportunities for student-faculty collaboration on undergraduate research and creative projects, building on tools and pedagogies currently in place.

1.4.1. Develop a summer institute model, similar to the summer science institute, serving at least three additional academic departments, with the goal of increasing student participation in summer research projects by 25% by 2020.

1.4.2. Beginning in FY 2017, commit additional resources, including library acquisitions, to expand faculty/student research. Maintain record of student participation in credit-bearing research projects on the annual "Dashboard" of key indicators.

1.4.3. Starting in AY 2017-18, expand Research and Creativity Day, either to include a fall session or to make the current day a non-instructional day, titled Research, Creativity, and Recognition Day and promoted as an opportunity for community outreach and recruitment.

1.5. By fall 2020, complete the Jepson Science Center addition and renovation to ensure sufficient research and instructional space to serve growing student interest in STEM fields, meet the needs of Commonwealth for graduates in high-demand STEM fields, attract high achieving STEM students, support collaborative faculty-student research in the sciences, and promote instruction, research and other projects focusing on environmental sustainability. Expand total faculty FTEs both in core disciplines and interdisciplinary STEM initiatives that enable further growth in student enrollment.

1.6. In spring 2016, the Associate Provost for Academic Engagement and Student Success will recommend leadership and staffing needs to enhance the Center for Career and Professional Development.

1.6.1. The Associate Provost will recommend a plan to staff the Center, through reallocation or new hires, including a director and an internship coordinator.

1.6.2. As new staffing is in place, the Associate Provost will work with Center leadership to develop a tactical plan with measurable outcomes to promote collaboration among all university partners engaged in students' continuing professional development and provide pervasive and impactful professional development opportunities for students.

1.7. Develop strong connections between academic and career advising.

1.7.1. By AY 2016-17, ensure that faculty and staff have appropriate resources (including a comprehensive advising manual) and training to provide effective academic and career advising.

1.7.2. By AY 2017-18, ensure that all academic programs have effectively mapped and communicated applicable skills mastered by students who successfully complete their programs.

1.7.3. By AY 2017-18, develop opportunities to share best practices among faculty and professional advisors.

1.8. Streamline and enhance collection of employment-related data, both through exit surveys of graduating seniors (already being conducted) and through alumni surveys conducted once every five years, with initial implementation of the latter no later than AY 2016-17. Data will be transparent and readily available for department and division use and for more effective communication, especially to prospective students, about student professional success.

1.9. By May 2017, each department will assess the use of digital networks and social media (such as departmental websites, LinkedIn, and other social media) and develop a plan to support career exploration, mentoring opportunities, alumni engagement, and engagement with other regional professionals.

Goal 2: Establish and Promote Areas of Distinction

Tactical Strategies:

2.1. Highlight disciplines that tap into the unique resources of UMW's location at the confluence of the District of Columbia, Richmond, the U.S. Naval base at Dahlgren, and the Chesapeake Bay.

2.1.1. Develop and implement a model for a "D.C. Semester." Departments will propose programs and courses, including but not limited to theatre and the arts, government, public policy, international affairs, economics, science, museum studies, social justice, and education, to establish at least three programs to be phased in from AY 2017-18 through AY 2019-20.

2.1.2. Beginning in AY 2016-17, engage departments to propose and develop at least three new courses in Richmond related to state government, museum studies, history and historic sites, education, and the arts.

2.1.3. Beginning in AY 2016-17, engage departments to propose and develop at least two new courses in the natural sciences to utilize the resources of the Chesapeake Bay.

2.1.4. Beginning in AY 2016-17, engage departments to expand opportunities in areas such as security studies, physical and biological sciences, and data science at the naval base at Dahlgren, and provide the needed additional library acquisitions to support such programs.

2.2. Beginning in AY 2016-17, identify an appropriate space and build a lab that will enhance and further distinguish our distinctive program in Historic Preservation.

2.3. Beginning in AY 2016-17, address the staffing needs in large and popular major programs with potential to grow. The provost will work with deans and department chairs of these majors to ensure advising capacity and course availability for traditional and transfer students.

2.4. Extend Domain of One's Own to prepare students for engaged citizenship and the 21st century workplace.

2.4.1. Beginning with the fall 2017 entering class, all students will be introduced to the project, integrated from admissions and orientation activities through supported curricular experiences to career development.

2.4.2. In FY 2018 and beyond, ensure financial support and professional development opportunities for faculty and staff to create domains and incorporate them into the teaching and learning environment.

2.4.3. Ensure that senior exit surveys, alumni surveys (see 1.8), and other instruments measure the impact and effectiveness of the Domain of One's Own program.

2.5. Establish academic and co-curricular programs in honor, leadership and service that complement the Mary Washington traditions exemplified by the legacy of Professor James Farmer and alumna Jean Donovan.

2.5.1. Support the development of more service learning courses, starting in AY 2016-17.

2.5.2 Ensure that the “Horizons” co-curricular educational program, begun in AY 2015-16, effectively engages students to develop leadership skills aligned with the UMW values of honor, leadership, and service and, starting in AY 2015-16, develop and implement metrics to test the program’s success.

2.5.3. Expand student and recent alumni participation in programs like the Peace Corps, AmeriCorps and the Teach for America by 20% by 2020.

2.6. Position the fine and performing arts to support the academic, studio, and performance needs of UMW students, to provide appropriate venues to fulfill the University’s role in the cultural life of the community, and to strengthen and enhance student recruitment as well as recognition and visibility for the University. Address the critical facilities needs of the arts, the physical footprint for which has not changed in over 60 years.

2.6.1. Develop a plan in 2016-2017 to design and then build, by 2020, a free-standing facility for theatre and dance to accommodate all performance, teaching, and ancillary needs. Sites both on- and off-campus, within walking distance from the Fredericksburg campus, should be explored.

2.6.2. In coordination with planning for the new theatre facility, plan a comprehensive renovation of DuPont, Melchers, and Pollard to address the specialized needs of music, art history, and studio art, to be implemented upon completion of the new theatre facility.

2.6.3. In conjunction with planning for renovated arts facilities, explore expansion of the Dodd Auditorium stage to better serve the needs of the Philharmonic and other performing groups.

2.6.4. Concurrent with building plans, develop a targeted recruiting plan that promotes the University’s teaching excellence in the arts to identify, recruit, admit, and yield diverse, talented students from Virginia and beyond.

2.6.5. Starting in FY 2018, expand resources devoted to student arts making on campus to increase experiential learning opportunities for students in the arts.

2.6.6. Starting in FY 2020, expand resources for guest artists to connect professionals with UMW students, thereby creating significant relationships with working artists that will enhance the visibility of the arts at UMW.

2.6.7. During AY 2016-17, establish a task force to study the benefits and consequences of establishing a School of the Arts--initially as an entity within the College of Arts and Sciences--as a means of better serving students in the arts and elevating the visibility of the arts community at UMW.

Goal 3: Strengthen Recruitment and Academic Support for Underrepresented Students as well as for Adult, Transfer, and Graduate Students

Tactical Strategies:

3.1. Develop a tactical recruitment plan that seeks to increase underrepresented students, as defined by SCHEV, from 39.6% (fall 2014) to 48% of the student body by fall 2020.

3.2. During AY 2016-17, develop a tactical plan to ensure appropriate academic and student life support services meet the needs of all underrepresented students, including summer transition program students.

3.3. In AY 2017-18, establish a Division of Continuing Education to create, facilitate, and oversee adult credit and non-credit programs.

3.3.1. The Division will oversee establishment of high quality programs, as determined through market research, to serve the unmet needs of the large adult education population in the region, including veterans, first-generation, and other non-traditional students. Division staff will partner with the college deans and department chairs in identifying appropriate faculty staffing.

3.3.2. The Division will ensure that programs are delivered with the kind of flexibility and convenience suited to working adults (e.g., evening, weekend, on-line, hybrid, low-residency, 8-week semesters) while ensuring availability of online courses to meet critical enrollment needs. Appropriate training in on-line and hybrid teaching will be overseen by DTLT staff.

3.3.3. Division staff will coordinate and provide walk-in support for Stafford students, as demand dictates.

3.4. In AY 2016-17, establish a Transfer Center within the Office of Academic and Career Services to ensure the success of transfer students.

3.4.1. Transfer Center staff will connect relevant administrators and faculty at partner schools with their counterparts at UMW to develop additional articulation agreements with community colleges.

3.4.2. Transfer Center staff will provide advising support appropriate to the unique needs of transfer students, both before matriculation and in transition through their first semesters at UMW.

3.4.3. Transfer Center staff will work closely with Admissions, the Registrar, deans, and department chairs to ensure that the university effectively supports transfer students from their initial registration for courses through degree completion.

3.5. Build enrollment in the University's graduate programs to serve the needs of the area's working adults and as a strategic enterprise to grow enrollment.

3.5.1. By May 2016, establish aggressive, achievable annual enrollment goals for each graduate program and strategic recruitment plans to ensure success at enrolling talented graduate students.

3.5.2. In AY 2016-17, enhance and bolster the existing advanced degree and non-degree programs in Education and Master's program in Business.

3.5.3. By fall 2018 implement flexible scheduling and delivery systems to ensure that graduate program offerings are delivered in times, locations, and instructional methods that are most convenient to students. Appropriate training in on-line and hybrid teaching will be overseen by DTLT staff.

3.5.4. Develop on-line delivery of select graduate and advanced programs, including endorsements and other non-degree programs in the College of Education, to be implemented starting in fall 2018.

3.5.5. Develop new professionally-oriented graduate programs and courses, based on market research, that are appropriate to UMW's mission and capabilities. Programs currently under discussion include security and conflict studies and data science; the first new program should be implemented by fall 2018.

Goal 4: Enhance and Expand Opportunities for Student On-Campus Engagement

Tactical Strategies:

4.1. The Division of Student Affairs will strengthen and expand pathways to undergraduate student success.

4.1.1. Beginning in FY 2017, provide resources to increase the quantity and quality of student engagement opportunities, including development of a robust schedule of weekend student activities.

4.1.2. Grow, improve, and continually assess the new student orientation program. By AY 2017-18, develop one new transition program for first-year and transfer students.

4.1.3. Continue to define and grow peer mentoring opportunities. By the start of AY 2016-17, articulate stronger and more defined roles for orientation peer mentors in residence halls and in FSEM classes.

4.1.4. The Division of Student Affairs will support the development of student affinity organizations that provide opportunities for civic engagement, athletic competition, and other co-curricular activities. Such organizations, operating in conformity with UMW's community values, will not discriminate in the selection of members and will expand opportunities and engage students from diverse backgrounds. Two groups will be established in AY 2017-18, with another two to follow in each of AY 2018-19 and 2019-20.

4.2. Emphasize and build upon UMW's ongoing success and investment in intercollegiate athletics to further enhance student life on campus.

4.2.1. In AY 2016-17, the President will establish a task force to conduct a comprehensive feasibility study involving all university stakeholders of establishing one or more additional intercollegiate men's and women's sports programs, including football. The study will conclude with recommendations by a target date of May 2017.

4.3. Build campus engagement and bolster retention through increased blending of curricular and co-curricular opportunities and connections.

4.3.1. Expand living and learning communities beyond the first year to serve as homes for affinity groups, student clubs, or language communities. Student Affairs and student success programs will work together to propose and establish at least one community in each year of the plan starting in 2016-17.

4.3.2. Student Affairs staff and faculty will work together to strengthen support for struggling students. During AY 2016-17, the division, alongside colleagues in Academic Services/Student Success, will have devised a method of identifying and intervening with vulnerable students in their first semester.

Goal 5: Promote Excellence and Sustainability in Support of University Operations

Tactical Strategies:

5.1. Ensure that UMW is able to hire and retain outstanding and diverse support staff who are enabled to contribute to overall student success.

5.1.1. Starting in AY 2016-17, work with representatives in Richmond and other state agencies in the Fredericksburg region to seek alignment of UMW salaries with the high cost of living in northern Virginia.

5.1.2. Conduct a comprehensive review of staff classifications and pay band assignments to ensure appropriate recognition of staff, to be completed by May 2017.

5.1.3. By FY 2018, reestablish tuition support for staff seeking degrees relevant to their job responsibilities and expand other resources to support staff professional development.

5.1.4. Starting in AY 2015-16, participate in the “Great Colleges to Work For” survey on a regular basis and use the results to identify and address challenges and opportunities to enhance the wellbeing of all members of the University community.

5.2. Establish regular procedures for planning and data management.

5.2.1. Immediately establish a committee to conduct ongoing analyses of business processes and data management tools to ensure efficient and effective use of resources to enhance university operations.

5.2.2. Starting in AY 2016-17, update the facilities Master Plan, linking both short- and long-range plans for new construction to plans for addressing deferred maintenance and, as appropriate, recommending selective demolition.

5.2.3. By fall 2017, implement an enterprise scheduling system for course and events scheduling to ensure efficient, transparent, and accessible use of campus space.

5.3. Ensure that financial and environmental sustainability concerns are carefully considered in all decision-making processes.

5.3.1. All significant expenditure and programmatic proposals should include careful analysis of financial and environmental impact.

5.3.2. The President’s Council on Sustainability will annually update recommendations for steadily reducing the University’s carbon footprint, promoting sustainability initiatives, and enhancing the University’s visibility and reputation as a “green” campus.